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ABSTRACT

This manual outlines ways in which observation and care of classroom pet animals may be used to enrich the education of elementary school children. Part one deals with the benefits of having pets in the classroom. Part two illustrates ways in which pets can serve as valuable teaching tools and gives examples of lessons in which the use of pets can encourage youngsters to learn. Part three describes how to set up a pet station, lists the basic care involved, and offers supplementary reading sources. Part four enumerates the various pets suggested for classroom use, details housing requirements, additional supplies needed, and offers instructions for care and feeding. Part five lists additional educational materials available along with a list of supplementary children's books. (JD)

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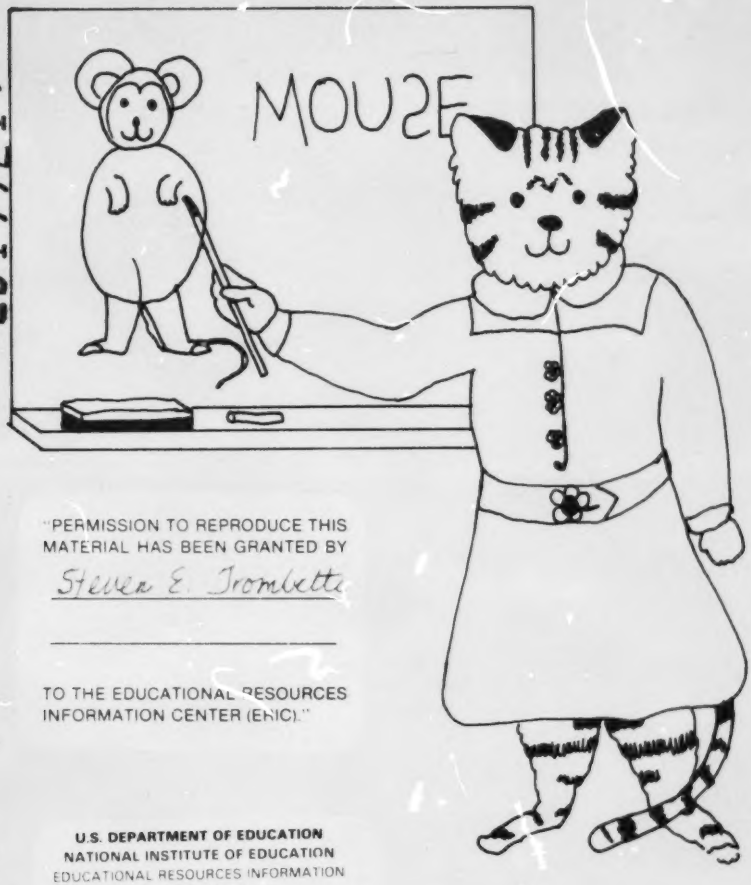

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Professor Pet

Introduction

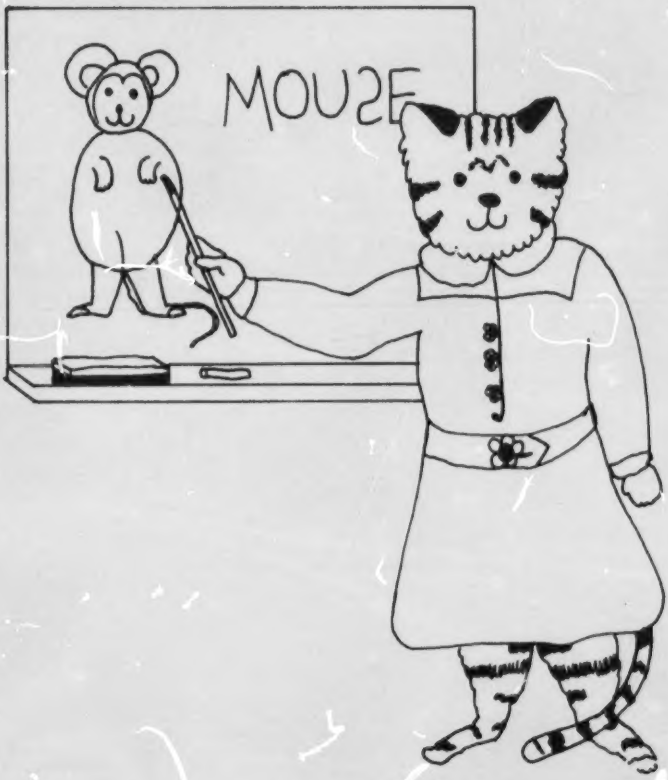
The American educational system has undergone enormous changes since the little red schoolhouse days of teaching strictly "by the book." Today's child is constantly bombarded by outside stimuli, making it necessary for teachers to find new methods and tools to capture and hold a child's interest.

This manual, a service of the American Pet Products Manufacturers Association, is intended to introduce educators to one method of bringing classroom lessons "alive" -- through teaching with pets. The programs and lesson plans described here are designed for children in grades K-6 and offer new avenues in teaching that help instructors stimulate interest in traditional subject matter, as well as assist in the personal growth of their students.

"Professor Pet" is divided into five parts. Part I deals with the benefits of having pets in the classroom. Part II illustrates ways in which pets can serve as valuable teaching tools, giving examples of the types of lessons in which pets can encourage youngsters to learn. Part III describes how to set up a pet station, lists the basic care and maintenance involved and offers supplementary reading resources. Part IV enumerates the various pets suggested for classroom use, details housing requirements, additional supplies needed and offers instructions for care and feeding. Part V lists additional educational materials available along with a list of supplementary children's books.

It is the goal of this manual to introduce educators to creative new teaching methods and to inspire additional exploration of the tremendous instructional potential of pets. We at the American Pet Products Manufacturers Association hope that "Professor Pet" can make a significant contribution toward improving the educational institutions of our time.

APPMA



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PART I

1001 Reasons for Classroom Pets

By bringing an animal into a classroom setting, a teacher is introducing children to a living creatures with needs corresponding to those of humans, such as food, water, shelter, and depending on the kind of pet, love and affection. In recognizing these needs, children assume a role of responsibility -- much as a parent does -- and learn how to deal with and care for the pet in many different situations. Beyond this, the communication and interaction skills children develop through their relationship with pets can influence the human relationships they form with other children and adults.

For the teacher, pets serve as valuable teaching tools, capturing and holding a child's attention far longer than books or diagrams. For many students, addition and subtraction become less of a chore when gerbils are being counted rather than sticks or apples. Animals also serve to stimulate in-depth discussions of a wide variety of subject matter, from accounting to zoology. Many teachers find that the presence of pets in the classroom leads even "lazy" students to do independent research and reading about the animals' backgrounds and habits.

There are endless opportunities for teachers to apply pet-related lessons to the personal and academic development of each classroom member. While we won't attempt to list all the possibilities, we have several examples in each subject area to give educators a general idea of ways to integrate pets into their curriculums.

Personal Development

1. Developing a sense of identity--Young children develop a sense of their own identity by imitating characteristics they find desirable in other people, especially their parents, teachers or other adults. And, while obviously a direct correlation cannot be made between the habits of a hamster and the habits of a child, lessons in developing a sense of identity within each child can be derived from observing the actions of classroom pets. It is important, however, that the teacher make specific lesson points clear when making comparisons or contrasts to the class, so that children will not become confused when relating to the pets' actions. For example, when there are several hamsters or several fish together, usually one will tend to dominate and the others follow or sometimes cower from it, as when the "leader" turns bully to take more than its share of food.

Teachers should contrast this type of behavior with that of humans, and although there are both leaders (bosses) and followers (workers), humans work together, in this case, to provide enough food for everyone.

2. Defining right and wrong--Although they are taught the difference between right and wrong by their elders, children remember best what they have learned through experience or direct observation. Again, while the actions of pets are not necessarily indicative of proper human behavior, an imaginative teacher can take advantage of certain situations and draw attention to the lessons that can be drawn from them. For example, a strong, healthy animal may pick on a weaker, more sickly one, which is a natural instinct among many species. By no means should a child view this as acceptable human behavior, and a wise instructor will point out that the animals are motivated by primary instincts, while humans possess very complicated intellects and reasoning abilities. Examples of how human beings behave toward weaker adults can be illustrated in hospital care, homes for the elderly, etc.

3. Getting along with others--Through observation, the class will learn how certain animals interact with each other--those of the same species and those totally unrelated to each other. A discussion of how animals behave with each other with emphasis on why they do what they do can be compared with the students' personal relationships, or even with current events, illustrating how different peoples and countries interact.

4. Sex education--The mystery of birth and the creation of life are topics that always leave children filled with questions--questions that can often be answered through the use of classroom pets. Gerbils, hamsters and rabbits, known for their remarkable propagation rates, provide educators with the perfect subjects for lessons in reproduction. However, before allowing the furry creatures to start multiplying, make certain that

you have the space and equipment necessary to take proper care of them, and you will have enough homes for the animals when the time comes to break for vacation. Through discussion and direct observation of how baby animals are conceived and born, children will gain insight into their own conception and birth.

5. Life and death--Just as birth is a mysterious subject to small children, death is a concept even fewer children can begin to comprehend. The natural death of a classroom pet can become an ideal opportunity for the teacher to open a discussion on the subject, explaining what caused the animal to die, the physical realities of dying, the naturalness of death, etc.

6. Patience and perseverance--A child will learn patience and perseverance through dealings with pets, especially those pets not readily trained. Teaching an animal tricks or even simple things, like eating out of the hand, can require a continuing effort to obtain the desired result. This lesson in persistance can then be applied to other tasks or assignments, as children learn to "try, try again if at first they don't succeed."

7. Responsibility--As class members take turns caring for classroom pets, they are being instilled with a sense of responsibility to other living things, creatures totally dependent on the child for all their needs. Discussions about a child's duty to family, friends and community can easily be generated and related to the responsibility learned from caring for pets.

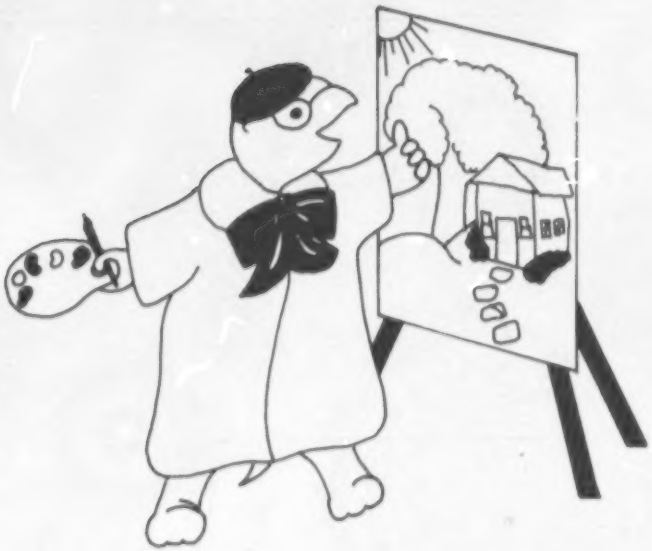
8. Survival--Even domesticated animals preserve their keen sense of instinct to survive, and rely on a system of defense mechanisms when their security is threatened. A discussion could be generated concerning the natural defenses of animals compared to the deliberate actions humans take to preserve their well-being.

9. Independence--Animals exert their independence from their mothers much earlier than humans do, and although a pet remains dependent on its owner for basic essentials, it still displays a sense of independence. Teachers can lead a discussion of the ways a pet takes care of itself, and how students can display their independence at home and school.

10. Companionship, affection, love--As children care for and play with pets, they will develop emotional attachments to the animal that can be related to their feelings for other people. Discussions could center on what love means to each child, how their feelings for the pets differ from their feelings toward parents and friends, how they imagine the pets feel about them, etc.

PART II

Lesson Plans
Art



1. Working with basic shapes--Have the class pick a classroom pet, and try to distinguish the basic shapes that make up its form -- circles, squares, etc.

2. Identifying animal shapes--With construction paper, cut out the shapes of various classroom pets, and have the class identify which shape corresponds to each pet.

3. Story Illustration--Have the children illustrate scenes from their favorite animal stories and then have them re-tell the story to their classmates.

4. Pet Mobiles--As a class project, make a pet mobile to hang over the "pet station." The mobile should relate to every pet represented in the classroom, including a picture of each pet, favorite food, and each animal's name.

5. Mural painting--Cover a wall with paper and allow the children to draw themselves playing with their favorite classroom pet; have them illustrate elements of responsible pet ownership, feeding, affection, etc.

6. Designing gifts--For Christmas, have the class make stockings for classroom pets, or pets that children have in their homes, and fill the stockings with homemade toys for the animals. Or make feeding dishes of ceramics, for use in the classroom or at home.

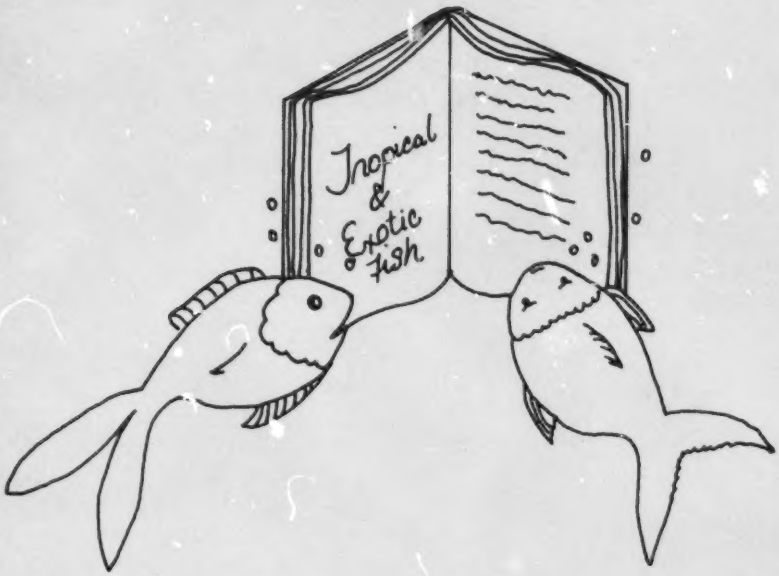
7. Drawing from live models--Have the children draw their favorite classroom pet standing still, or participating in a favorite activity.

8. Animal environments--After discussing what the natural habitat of the pets may have been before they were acclimated to captivity, have the children draw a natural environment scene.

9. Fantasy pets--Have the class choose one physical characteristic from each classroom pet and create a fantasy animal in which that trait is dominant. After they have completed drawing them, have the children display their new "pets," and describe why they drew them the way they did.

10. Collages--Have children pick a pet for the main subject and then choose materials from old magazines, box tops, string, leaves, etc., that relate in some way to the pet they have chosen. Let each child create his or her own collage on artboard, with a picture of the pet on top, and display about the room. Or, for a guessing game, leave a picture of the pet out of the arrangement and have the class guess what pet is represented by the materials included in the collage.

English and Language Arts



1. A tale of two cats--Have each class member write a story about the pets and the adventures they've had, or about a day in their lives. Or have the class write a story about what it would be like to be their favorite type of pet.

2. Researched report--Have each student read a book about a type of pet, and then assign reports summarizing and identifying the most important information obtained from the book.

3. Spelling bees--Hold a spelling bee using words that relate to pets in the classroom as well as pets at home. Words can include the types of pets, accessories needed, equipment for their care, food, etc.

4. Verbs and adjectives--Choose a particular pet, and ask the class to name all the parts of speech that relate to the pet. For instance, "hamster" verbs include burrows, digs, eats, etc., adjectives include cute, soft, furry, etc.

5. Vocabulary builders--Explore with the class the special names given to animal babies (puppies, kids, foals, etc.) and to animal groups (litter, flock, herd, etc.). Also discuss unusual plurals (goose-geese, mouse-mice, deer-deer, etc.) to round out a unit in vocabulary.

6. Pet poems--Have the class write poems about pets. Then read aloud some examples of famous poetry involving animals.

7. Class pet book--Have members of the class write stories about the classroom pets, their activities, their feeding habits, etc., and draw illustrations. Collect the stories into an "anthology" and put the book on display in the school library.

8. Pet photography--Take pictures of the pet station in action, focusing on the pets interacting with class members, or take pictures of the pets and have the class write captions for a photo exhibit in the room.

9. Lessons in a foreign language--Teach the class animal names in French, Spanish, German, etc. The lesson could include which countries the classroom pets originally came from, different nationalities' preferences in pets, etc.

10. Animal role-playing--Have the class produce a skit in which they play the roles of animals in the classroom, trying to portray their feelings and thoughts, imitating their actions and interactions, etc.

Geography and History

1. Animal origins--Just as different races of humans originated in various countries, pets also have roots in various areas world-wide. Have the class research where your classroom pets originated, what year they were first mentioned in history books or logged in science books, what other animals the pets are related to, what their ancestors were like, etc.

2. Pets' service to mankind--Many animals were first kept as pets because they provided a service of some kind to humans. Within the class, find out what type of service your classroom pets historically may have provided. Then do the same for pets the children have at home.

3. Careers with animals--Many types of employment are open to individuals who enjoy working with animals--including animal trainers, veterinarians, pet shop manager, breeders, performers, etc. Have class members research what type of basic education would be required of a person going into these fields, what special vocational training is involved, etc., and report their findings to the class.

4. Working pets--Many pets are actually "employed" by their owners to perform a specific job, such as police dogs, seeing-eye dogs, hearing aid dogs, etc. Explore with the class possibilities for other pets to be "employed" by humans and how they might be trained.

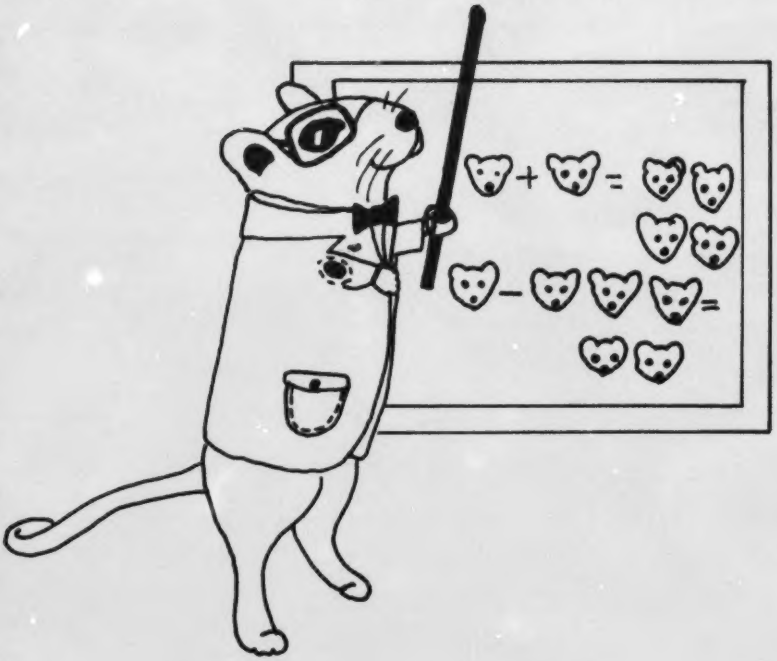
5. Roles of pets through the ages--Have the class discover the role that pets have played in religious or cultural activities, what the animal represented (e.g. cats at one time were linked with witches and mystical powers), how the superstition arose, etc.

6. Pets and climate--Discover the different weather and temperature preferences of classroom and household pets, and discuss what characteristics enable the pets to live in the climates they do. Relate this to the habitats of non-domesticated animals and how they adapt to their climate.

7. Holidays associated with pets--Begin with the familiar Easter bunny, or the Halloween cat, and research the festive origins of these and other pets, and the culture where the tradition began.

8. Pets in history--Famous people often had famous pets, from the Pharaohs and their cats to the goldfish of Chinese Emperors. See how many pets the class can uncover in historical situations and compare their role with famous pets of recent years.

Mathematics



1. Introduction to accounting--Lessons in accounting can be illustrated by the amount of time and money needed to care for pets. Explain the basic of debits and credits, and keep an accounting ledger on each variety of pet in the classroom.

2. Set theory--Using all animals as the universe set, display examples in set theory by using all the animals suitable as pets as one set, and all undomesticated animals as another. These can be divided further into working pets, classroom pets, and household pets, and into "families" such as canines, felines, etc.

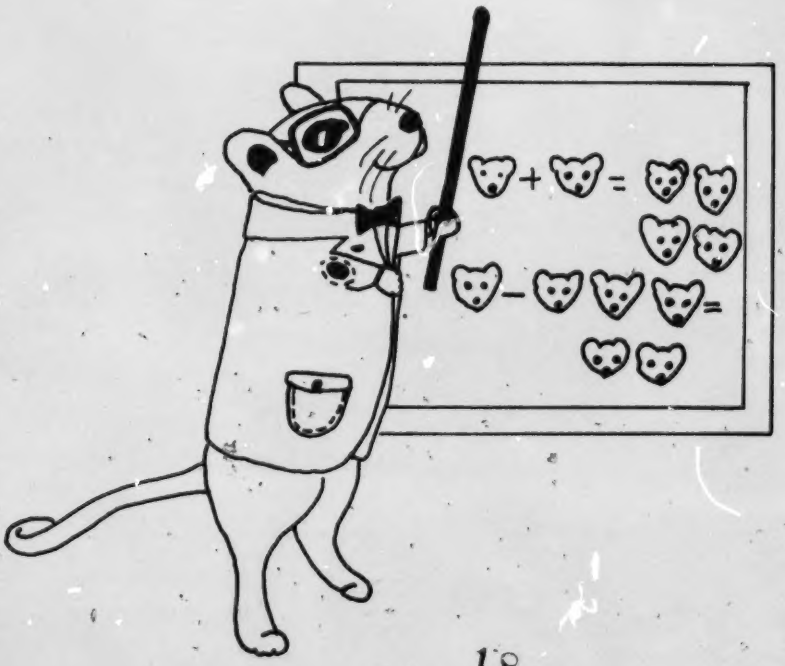
3. Basic addition and subtraction--For simple math problems, pets can be used instead of counting cards. Problems can be devised concerning food costs and quantity, cage sizes proportionate to the sizes of the pets, etc.

4. Working with graphs--Students can learn how to work with graphs by monitoring weight gain or loss, food intake, costs to maintain a fish tank, etc.

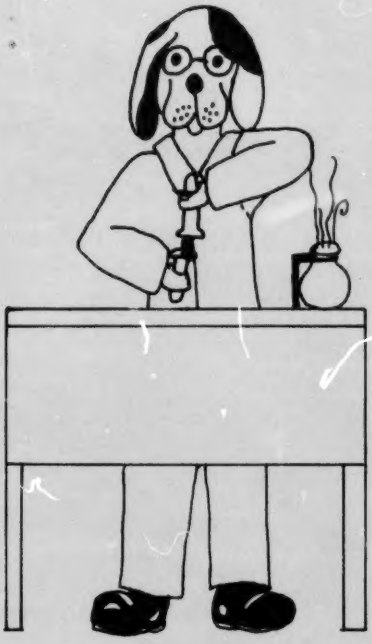
5. Tables of measurement--Illustrate units of measure, by discussing the amounts used in feeding the classroom pets, growth measurements of the pets, cage sizes, etc.

6. Budgets--Assess the cost involved with maintaining the pet station, and work with the class to develop an operating budget for the year.

7. The metric system--All the measurements used in the pet station can be converted to the metric system; have students create a chart of conversion formulas and equivalent measurements.



Science and Health



1. Health care--By introducing students to the proper nutritional requirements of classroom pets, they will develop a better understanding of their own bodily requirements. Have the class make a poster of basic foods that each pet type needs to remain healthy, and then have them design a poster with the basic food groups humans need to remain healthy. Discuss and compare.

2. Grooming care--Some pets groom themselves, others need to have their owners do it for them. Discuss how the pets in the classroom keep themselves clean and well-groomed, and ask students how their own pets at home groom themselves. Next discuss the benefits of keeping a pet well-groomed and clean, and relate this to the importance of children's personal habits in cleanliness.

3. Pet senses--Different kinds of pets use their senses in different ways. For example, fish have a built-in sonar to judge distances in the water, mice have a keen sense of smell. Both are important for these animals to survive. Lead a discussion on pets, senses, and then talk about human senses. This exercise can be further illustrated by bringing in various objects and having the class close their eyes and alternately use their senses of smell, touch and taste to determine what the objects are.

4. Investigating locomotion--Pets make excellent visual aids when studying motion and locomotion. Class members can get a "bird's eye view" as they watch classroom pets scurry, swim, jump and slither. Have them describe each animal's method of locomotion and determine how body shape affects the movements.

5. Pet protections--Discuss how each classroom pet protects itself from the harsh elements, or predators, and prepares for the change of seasons. Include how your classroom pets would defend themselves if they were in their natural environment.

6. Evolution--Snakes are one of the oldest animal forms, and have changed little over the centuries. Other animals, however, have been transformed significantly during the course of evolution. Discuss these changes and comment on how man has evolved as well.

7. Anatomy--With the aid of illustrations in books, explore the anatomy of each classroom pet, and make a diagram for display, labeling the parts. Compare the pets' body structure to that of humans and other animals, pointing out distinctive characteristics, such as hamsters' cheek pouches, fishes' gills, etc.

8. Communication--Communication is a vital part of any creature's existence, and pets have the ability to communicate verbally and non-verbally as well. Discuss how your classroom pets communicate among themselves, as well as to humans. Compare to the advantages of human language skills.

9. Classification--Have the class trace the scientific classification for each classroom pet, and pets they have at home, identifying kingdom through species for each. Note where each animal separates from the other pets and from humans; discuss what this means in terms of anatomy, genealogy, etc.

Do-It-Yourself-Lessons

It is always a treat to have an expert in a subject under discussion come into the classroom and offer new ideas and insights. There are many pet-related speakers that could be obtained, such as:

--Veterinarians
--Director of ASPCA/HUMANE SOCIETY in your area
--Authors of "How To Books," or animal fiction
--Animal trainers, theatrical and others
--Authorities on a particular type of pet
--Local breeder of champion dogs, cats, fish, etc.
--Owner of an aviary
--Kennel club owner, who might bring in a parade of breeds, display different varieties of dogs, explaining the characteristics of each
--Cat Fancier Society -- (same as Kennel Club)
--Pet shop owner (or take the class for a tour of the shop!) or the class could organize an in-class pet show, where children can bring their pets from home for "show and tell." There are many excellent films on animals and pet care that can be shown in the classroom. Or teachers can take the class on a field trip to a reptile show or zoo.

SUGGESTED READING:

ART: "Learn to Draw," by John Gnagy
"Animals in Art," by Morrow
"The Pet House Book," by Lura La Burge

ENGLISH: "Animal Antics in Limerick Land," by Leland Blair Jacobs
"Animals in Literature," by Margaret Joan Blount
"Animals, Men, and Myths," by Richard Lewinsohn
"Animal Spirits," by Whit Burnett
"Animal Folk Tales," by Barbara Ker Wilson
"Animal Fables Book of Animal Stories," by Johnny Morris

HISTORY: "Animals in the Service of Man," by Edward S. Hyams
"Animal Geography," by Wilma George
"Animal Defenses," by Ogden Tanner

SCIENCE: "Pet Book for Boys and Girls," by Alfred Powell Morgan
"Animal Friends," by Phoebe Dunn
"Animal Locomotion," by Sir James Gray
"Animals in Danger," by the Childcraft Annual
"The Strange World of Animals and Pets," by Vincent H. Gaddes

PART III

Setting Up the Pet Station

Setting up a "pet station" does require planning, but actually preparing for your pets' arrival can be a learning experience for the whole class.

Before acquiring the pets for the station, talk to the class about it. Depending upon the age of the children, you may wish to assign various pet books to some of the class members so they can read in advance about the pets that will be joining the class, and can report on them to other class members. Discuss the care and responsibility that every class member will have to assume in the project. It may be wise to consult a local pet shop owner who will be able to answer any questions you may have about suitable classroom pets and their required care.

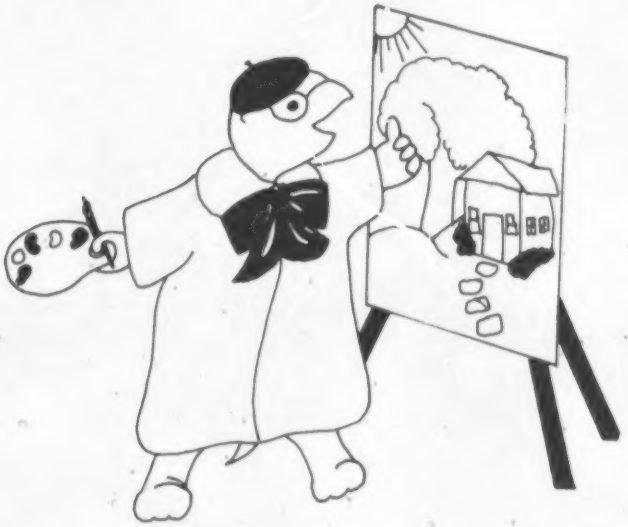
What about weekends and vacations? Unlike other teaching materials in the classroom, pets cannot be put on a shelf or tucked away nicely in a drawer when the dismissal bell rings on Friday afternoon. Most pets will be able to spend a weekend unattended if they are provided "weekend feeders," available at most pet shops, which allow them ample food and water. In addition, arrangements will have to be made with school officials to insure that heat and electricity for the pet station remain constant and comfortable for the animals.

Vacations pose a larger problem of how to care for the classroom pets, and arrangements will have to be made to either have someone (probably the teacher) come in over the holiday, or have several children (with their parents' permission) take them home. Summer vacation creates more concerns for the pet station and arrangements should be thought out carefully before the animals arrive.

The next step is to determine where the pet station will be set up in the room. Generally, all pets should be kept away from drafts, direct sunlight and heaters. They should be placed in an area of the class where children will be able to see them, but will not knock or bump into them or be too distracted by them during other lessons.

While dogs and cats are the most popular pets in homes, especially among children, a classroom setting makes it difficult to harbor them. Classroom lessons can refer to household pets (namely cats and dogs), but for classroom use, emphasis will be placed on the pets included in Part IV.

After deciding which pets will become new members of the class, make a schedule of jobs and who will be responsible for them each week. Have the class keep a log book of the pet station, recording weekly activities, and how the pets behave. Then have each child keep a personal log book describing his/her thoughts and feelings about the job for the week, and reactions to the pets.



Suggested reading when setting up a pet station, available from pet care publisher, T.F.H. Publications, Inc., P.O. Box 27, Neptune City, New Jersey 07753.

SMALL MAMMALS

"How to Raise and Train A Pet Hamster," by M.F. Roberts
"How to Raise and Train Gerbils," by Robinson Jr.
"Guinea Pigs for Beginners," by Mervin F. Roberts

RATS

"All About Rats," by Howard Hirschorn
"All About Mice," by Howard Hirschorn
"All About Rabbits," by Howard Hirchorn

BIRDS

"All About Canaries," by Irene Evans
"Parrots," by Henry Bates and Robert Busenback
"Cockatiels," by Nancy Curtis
"Taming and Training Budgerigars," by Cessa Feyerbend and Dr. Matthew M. Vriends
"All About Lovebirds," by P.M. Sederberg
"Introduction to Finches and Softbills," by Hank Bates and Bob Busenback
"Guide to Mynahs," by Hank Bates and Bob Busenback

SNAKES AND OTHERS

"All About Boas and Other Snakes," by Mervin F. Roberts
"All About Tarantulas," by Dale Lund
"All About Iguanas," by Mervin F. Roberts
"All About Lizards," by Robert G. Sprackland, Jr.
"All About Salamanders," by Mervin F. Roberts
"Marine Hermit Crabs," by Pete Siwaja

FISH

"Tropical Fish Primer for Beginners," by W.I. Whisen
"Beginning with Tropicals," by Diane Schofield
"All About Aquariums," by Schneider
"All About Guppies," by Whitney
"Starting Right with Goldfish," by Robert Gannon
"Frogs in the Aquarium," by Werner Van Fleete
"Handbook of Aquarium Fishes," by Dr. Herbert Axelrod

PART IV

Suggested Animals for Classroom Use

AMPHIBIANS

Frogs, Toads, Salamanders Turtles.

Housing:

Terrarium, or glass-sided tank with removable lid of glass or screen. 5 gallon capacity tank is sufficient. Use sand, gravel, moss or whatever is natural environment; should feature half water & half land.

Additional supplies:

Something for pets to hide in; artificial light and heater if room cannot be kept at constant room temperature (usually 60-75 degrees F.), plants.

Instructions on care & feeding:

Keep water clean, siphon off sediment, supplement food with live worms and insects.

BIRDS

Canaries, Parakeets, small Parrots (i.e. Amazon) Mynah birds, Lovebirds.

Housing:

Cage: Oblong or round with ample room to accommodate bird's wing span, movable perches (for cleaning).

Additional supplies:

Food and water cup; bath dish; toys; mirror; gravel or grit; treat cup; cover for cage (to simulate night and induce sleep).

Instructions on care & feeding:

Protect from drafts, be vigilant about parasites; watch feeding habits carefully (learn symptoms of boredom, disease, diet deficiency). Bathe - you may have to teach bird how. Give grit to all birds and learn the special food needs of your own. Parrot needs some fresh fruit; canary eats a combination mixed seed; most need extra amounts during molting.

FISH

Over 500 kinds to choose from: live bearers, mouthbreeders. Start with hardiest (goldfish) or starter-tropicals such as black mollies and guppies.

Housing:

Ten gallon glass aquarium, check carefully to insure against leaking. Allow 1 gallon water per fish. Sand treated gravel in bottom. Reserve tank usually a "breeding tank" for fry, or for cleaning out main tank.

Additional supplies:

Full, leafy plants to float on top of water for small baby fish to hide in. Pure water kept at constant temperature (calls for heater). Correct amount of light (not direct sunlight); extra aeration (pump).

Instructions on care & feeding:

Feed dried foods daily but only as much as is eaten in 5 minutes...Clean tank as needed. Supplement flake food with freeze dried worms and brine shrimp.

GUINEA PIGS (CAVIES)

Short-haired, long-haired.

Housing:

Metal cage similar to rabbit's, but smaller. Hardware cloth or mesh floor with papers underneath is easiest to keep clean.

Additional supplies:

Manger for hay to eat; salt block; sleeping box; gnawing board (for all rodents, less teeth overgrow), shavings to burrow in.

Instructions on care & feeding:

Protect from cold (below 65 degrees F.), otherwise they are hardy, easy to raise. Long-hairs need grooming (and they scratch). Short-hairs are easy to keep. Feed like rabbits. They spend most of their time eating; food must be left in cage.

HAMSTER

All are basically the same, but sometimes distinguished as "Syrian" or "Golden."

Housing:

Cage: metal and wire about 1 square foot in size or 1-1/2 for nesting mother. Or specially designed hamster habitats.

Additional supplies:

Shavings (change weekly-- bathroom corner more often). Gravity-feed water bottle; exercise wheel; gnawing board.

Instructions on care & feeding:

Feed once a day - prepared mix or rabbit pellets, bread, nuts, fruits, vegetables, occasionally milk (only about 1 tablespoon). Avoid damp and drafts 50 degrees - 80 degrees F. is best. Given food and water, can be left alone several days.

LIZARDS

Chameleon, Horned toad, Iguana.

Housing:

Glass terrarium or aquarium with secure cover; add sand, gravel, water bath, plants (for water supply). Try to re-create natural environment, desert or bog accordingly.

Additional supplies:

Light, heater to keep temperature around 80 degrees F. Plants, tree branch.

Instructions on care & feeding:

Spray water on plants (lizards won't drink from dish). Catch soft insects (or buy live meal worms) for feed. Provide sun and warmth, also hiding place or shade. Take care of feeding themselves if live insects are put into box. Replenish as necessary.

WHITE MICE

Not field or house mice, white mice are a special strain.

Housing:

Cage: Metal about 18" square per pair, second story climb to. Metal tray bottom, line with newspapers or shavings.

Additional supplies:

Ladder; exercise wheel; trapeze; other toys; separate sleeping box attached; attached water bottle; cloth or paper they can shred; gnawing board.

Instructions on care & feeding:

Feed no sugar, salt, cheese or meat. Feed twice a day - prepared food plus oats, bread, occasional vegetables, milk, fruit. Protect from drafts (70 degrees F. is best). Keep clean.

RABBITS

White, including chinchilla, Angora, Belgian hare. Don't keep wild rabbits.

Housing:

Large metal cages with room for exercise.

Additional supplies:

Hay or shavings on floor, change daily. (Scrub and disinfect cage weekly. Sanitation is vital.) Need untippable water bowl, feeding dishes. Chinchillas need special "dust" for daily bath; protection from heat.

Instructions on care & feeding:

Feed twice a day, pellets plus carrots or dampened oats; clover, hay, greens.

SNAKES

Garter snake, grass snake, king, milk, black, green, hognose, boa.

Housing:

Glass terrariums or aquarium tanks, equipped with a tightly fitted, secured cover, standard size enclosures sufficient for small snakes; large varieties need environment as long as own length.

Additional supplies:

Clean gravel and sand; shallow pan of water for bathing, hiding place such as flower pot; rock to rub against, tree branch.

Instructions on care & feeding:

Size and type of snake will determine frequency of feeding. Store frozen frogs, mice, worms or bugs, if live food is unavailable.

TURTLE

Water turtle most common pet. Land turtle, wood tortoise, box terrapin. (May be against local laws to keep certain types. Check with local ordinances).

Housing:

Terrarium: easily cleanable glass, no top, allowing 1 square foot per 4-inch turtle. Provide "water hole" large enough to submerge head entirely, and rock to climb on, and sun itself.

Additional supplies:

Light: 60 watt bulb 8" to 10" above drying rock. Needs light 8 hours a day.

Instructions on care & feeding:

Needs warm water (75-80 degrees F). Feed meat, fruit, vegetables 1 to 3 times a week. Clean water when meal is over (after about 2 hours). Supply extra calcium: cuttlebone, bone meal. Fasting a whole month won't hurt a healthy turtle. Don't overfeed.

PART V

Educational Resources

1) The American Humane Education Society/MSPCA, 450 Salemend Rd., Framingham, MA.

A) The Animal Connection: Teachers guide to humane education in elementary and secondary schools. Curriculum-oriented activities and discussion.

B) Living With Animals: Illustrated book and coloring poster designed as a community living unit for intermediate grades. Discussion questions on activities accompany each chapter.

C) Animals And You - A Handbook of Animal Activities For People: Illustrated booklet of activities and projects for individuals and groups.

D) AHES Guide To Animal - Related Career Resources: List of publications and organizations having information in animal-related careers for secondary teachers and students.

E) Care books on small mammals, birds, cats, dogs.

F) Classroom Pet: Delight or disaster.

2) The Pet Food Institute, 1101 Connecticut Avenue, NW, Washington, D.C. 20036

A) Living With Pets: Series of lesson plans and activity sheets designed to educate a child about the joys of responsible pet ownership.

B) Enjoy Your Four-Footed Friends: Pamphlet listing advice on how to choose a pet, and how to keep it happy.

C) Literature Review of Psychological Aspects of Pet Ownership: A manual citing research supporting the belief that pets aid psychological development in a very positive manner.

D) Some Questions And Answers About PFI Industry - Pamphlet frankly discussing the Pet Food Institute.

3) Gaines, P.O. Box 1007, Kankakee, IL 60901

A) The Joy And Responsibility of Dog Ownership: A booklet detailing the early relationships between dog and mankind, and the joy gained from having a dog as a pet.

4) The National Association For The Advancement Of Humane Education, P.O. Box 98, East Haddam, CT 06423

A) "Sharing Sam" - Flannel board and story kit that revolves around a dog named Sharing Sam.

B) A Checklist For Potential Pet Owners - A resource pamphlet listing points to consider when buying a pet.

C) Magazines: Humane Education And Kind: Each issue details stories written about pets, contains lesson ideas.

D) My Kindness coloring book.

5) LSR Learning Association, 278 Haypass Road, Old Bethpage, N.Y. 11804

A) "I Want a Dog" - a booklet about caring for a Dog.

6) Mr. Jerry Resnick, Chairman, Science Department, Sheephead Bay High School, 3000 Avenue X, Brooklyn, N.Y. 11235.

A) Jerry is chiefly responsible for developing and establishing several pet curriculums throughout the United States.

7) "Pets and Human Development," by Boris M. Levison, PhD.

8) "Pet-Oriented Child Psychotherapy," by Boris M. Levinson, PhD.

Recommended Reading--Fiction

CATS

1. Bailey, "Finnegan II--His Nine Lives"
2. Burchard, "Project Cat" (grades 3-5)
3. De Jong, "The Last Little Cat" (grades 3-5)
4. Healy, "Cat Tales From Many Lands"
5. Shaw, "The Cat Book"
6. Untermeyer, "Cat of Nine Tales"
7. Uchida, "The Promised Year" (grades 4-6)
8. Unkelbach, Kurt, "A Cat and His Dog" (4-6)
9. White, "The Story of Serapina" (4-6)
10. Young, "Christy and the Cat Jail"

DOGS

1. Baker, C., "The Best of Friends" (grades 5-6)
2. Bischoff, "A Dog for David" (grades 2-3)
3. Bradbury, Bianca, "Dogs and More Dogs"
4. Brown, Judith, "Muffin"
5. Burnford, S., "The Incredible Journey"
6. Claewes, D., "Guide Dog" (a story about a teenage blind boy)
7. De Jong, "Along Came a Dog and others" (grades 4-6)
8. Knight, "Lassie"
9. Little, J., "Mine for Keeps" (grades 4-6)
10. London, "White Fang"

Other Animals

1. Animal Welfare Institute (numerous educational brochures)
2. Argus Archives Films for Humane Education, 228 E. 49th Street, NYC 10017
3. Banchek, "Snake In, Snake Out"
4. Blegvad, Lenore, "The Great Hamster Hunt"
5. Bradbury, Peggy, "The Snake That Couldn't Slither"
6. Brown, Margaret, "The Fish with the Deep Sea Smile"
7. De Jong, "The Little Cow and the Turtle"
8. Dethier, "Shadrach the Rabbit," "Fairweather Duck"
9. Dietz, "The Year of the Big Cat"
10. Edmonds, Walter D., "Time To Go House" (story about field mice)
11. Fritz, Jean, "How to Read a Rabbit"
12. Gage, Wilson, "Dan and Miranda" (story about spiders)
13. Gallico, "The Day the Guinea Pig Talked"
14. Haywood, "Eddie and Louella" (story about a parrot)
15. Hogeboom, Amy, "Birds and How to Draw Them"
16. Kouts, Anne, "Kenny's Rat"
17. Moore, L., "The Snake that Went to School" (3-4)
18. Murschetz, Luis, "A Hamster's Journey"
19. Scientists' Center for Animal Welfare
20. Waber, Bernard, "The Snake: A Very Long Story"
21. Warren, Mary, "A Snake Named Sam"

Share Your Success With Us!!

To help us learn more about teaching with pets and to allow us to expand upon the content of "Professor Pet," we'd appreciate hearing from America's educators -- you!

Please fill out the enclosed questionnaire and return it with your comments to: PET INFORMATION BUREAU
518 Fifth Avenue
New York, N.Y. 10036

NAME_____GRADE_____

SCHOOL_____

ADDRESS_____

TYPES OF CLASSROOM PETS_____

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COMMENTS:_____

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Please use reverse side for additional comments.